

**SUBJECT**

**SUBPART A - GENERAL - Definitions**

**AUTHORITY**

34 CFR 303.6 - act; 34 CFR 303.7 - children; 34 CFR 303.8 - council; 34 CFR 303.9 - days; 34 CFR 303.10 - developmental delay; 34 CFR 303.11 - early intervention program; 34 CFR 303.12 - early intervention services; 34 CFR 303.13 - health services; 34 CFR 303.14 - IFSP; 34 CFR 303.15 - include, including; 34 CFR 303.16 - infants and toddlers with disabilities; 34 CFR 303.17 - multidisciplinary; 34 CFR 303.18 - natural environments; 34 CFR 303.19 - parent; 34 CFR 303.20 - policies; 34 CFR 303.21 - public agency; 34 CFR 303.22 - qualified; 34 CFR 303.23 - service coordination; 34 CFR 303.24 - state; 34 CFR 303.25 - EDGAR definitions that apply Confidentiality of Information: 34 CFR 300.560 - definitions General: 34 CFR 99.3 - definitions Definitions that Apply to Department Regulations: 34 CFR 77.1 - definitions that apply to all Department programs

Arizona agencies, in providing services under the Individuals with Disabilities Education Act (IDEA), use standardized definitions. Included in the following list are EDGAR definitions:

ACT	Individuals with Disabilities Education Act
ADE	Arizona Department of Education
ADHS	Arizona Department of Health Services
AHCCCS	Arizona Health Care Cost Containment System (Medicaid Program)
APPLICANT	Party requesting a grant or subgrant under a program of the Department of Education.
ARS	Arizona Revised Statutes
ASDB	Arizona State Schools for the Deaf and the Blind
ASSESSMENT	Ongoing procedures used by appropriate, qualified personnel to identify: <ul style="list-style-type: none"><li>• the child's unique strengths and needs;</li><li>• the family's resources, priorities and concerns related to the child's development; and</li><li>• the nature and extent of early intervention services that are needed by the child and family.</li></ul>
ASSISTIVE TECHNOLOGY DEVICE	Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of children with disabilities.
ASSISTIVE TECHNOLOGY SERVICE	A service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. Assistive technology services include: <ul style="list-style-type: none"><li>• evaluating the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;</li></ul>

- purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
- coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- training or technical assistance for a child with disabilities or, if appropriate, that child's family; and
- training or technical assistance for professionals (including individuals providing early intervention services) or other individuals who provide services to, or are otherwise substantially involved in the major life functions of individuals with disabilities.

#### AUDIOLOGY

Includes the following:

- identification of children with auditory impairment, using at-risk criteria and appropriate audiologic screening techniques;
- determination of the range, nature and degree of hearing loss and communication functions, by use of audiological evaluation procedures;
- referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment;
- provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training, evaluation of effectiveness of those systems, including FM systems, training, and other services;
- provision of services for prevention of hearing loss; and
- determination of child's need for individual amplification, including the selecting, fitting and dispensing appropriate listening and vibrotactile devices and evaluating effectiveness of those devices.

#### AWARD

Financial assistance that provides support or stimulation to accomplish a public service. Awards include grants and other agreements in the form of money or property, in lieu of money, by the Federal Government to an eligible recipient.

The term does not include:

- technical assistance, which provides services instead of money;
- other assistance in the form of loans, loan guarantees, interest subsidies, or insurance;
- direct payments of any kind to individuals; and
- contracts, which are required to be entered into and administered under procurement laws and regulations.

#### AzEIP

Arizona Early Intervention Program - The collective effort of AzEIP participating agencies, private and public programs, and community members involved in providing services and supports to families and children with special needs.

#### AzEIP ELIGIBLE

Child who meets the qualifications to receive early intervention services through AzEIP.

AzEIP PARTICIPATING AGENCIES	The five state agencies identified in A.R.S. § 8-652 are responsible for entering into Intergovernmental Agreements and maintaining and implementing a comprehensive, coordinated, interagency system of early intervention services. The five participating state agencies identified in A.R.S. §8-652 are: Arizona Department of Economic Security (DES); Arizona State Schools for the Deaf and the Blind (ASDB); Arizona Department of Health Services (ADHS); the Arizona Health Care Cost Containment System (AHCCCS); and the Arizona Department of Education (ADE).
AzEIP SERVICE PROVIDING AGENCIES	Those state agencies identified in A.R.S. § 8-652 that provide early intervention services under IDEA, Part C: Arizona Department of Economic Security and the Arizona State Schools for the Deaf and the Blind. The Arizona Department of Economic Security provides early intervention services through the DES, Arizona Early Intervention Program (DES/AzEIP) and the DES, Division of Developmental Disabilities (DES/DDD).
CFR	Code of Federal Regulations
CHILDREN	Infants and toddlers with disabilities, as defined in 34 CFR 303.16.
CONTRACT	A procurement contract under a grant or subgrant, an award or subaward, and a procurement subcontract under a recipient's or subrecipient's contract.
COUNCIL	Arizona Interagency Coordinating Council (ICC)
COUNSEL	Attorney licensed to practice law in the State of Arizona.
DAYS	Calendar days, unless otherwise specified.
DEPARTMENT	United States Department of Education
DES	Department of Economic Security - the Lead Agency for IDEA, Part C in Arizona.
DES/AzEIP	Department of Economic Security/Arizona Early Intervention Program - program within the Lead Agency designated to fulfill all lead agency functions and responsibilities.
DESTRUCTION	Physical destruction of, or removal from, records of identifiers so information is no longer personally identifiable.
DEVELOPMENTAL DELAY	Child who has not reached fifty percent (50%) of the development milestones expected at his/her chronological age in one or more of the following developmental domains: <ul style="list-style-type: none"><li>• physical, including fine and/or gross motor, sensory;</li><li>• cognitive;</li><li>• language/communication;</li><li>• social or emotional; and</li><li>• adaptive/self-help.</li></ul>
DISCLOSURE	To permit access to or the release, transfer, or other communication of education

records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written or electronic.

**EARLY  
INTERVENTION  
PROGRAM**

The comprehensive and coordinated effort in Arizona directed at meeting the needs of children who are AzEIP eligible and their families.

**EARLY  
INTERVENTION  
SERVICES**

Services that are:

- designed to meet the developmental needs of each child who is AzEIP eligible, and the needs of the family, related to enhancing the child's development;
- selected in collaboration with the parents;
- provided under public supervision;
- provided by qualified personnel;
- provided in conformity with an Individualized Family Service Plan (IFSP);
- provided at no cost unless federal or state law provides for a system of payments by families, including a schedule of sliding fees;
- designed to meet State standards;
- provided in a natural environment, to the maximum extent appropriate, including the home and community settings in which infants and toddlers without disabilities participate.

**EDGAR**

Education Department General Administrative Regulations

**ESTABLISHED  
CONDITION**

Diagnosis by a qualified physician or other qualified personnel, review of medical records, and based on informed clinical opinion, of a physical or mental condition, which has a high probability of resulting in a developmental delay.

**EVALUATION**

Procedures used by appropriate, qualified personnel to identify the nature and extent of developmental delay or established condition, including the child's status in each of the developmental areas.

**FAMILY-  
CENTERED**

Recognition that the family is the constant in a child's life and that service systems and personnel must support, respect, encourage and enhance the strength and competence of the family.

**FAMILY GOALS**

Areas that family members identify as concerns or priorities and in which they would like support.

**FAMILY TRAINING,  
COUNSELING AND  
HOME VISITS**

Services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child who is AzEIP eligible to understand the special needs of their child and to enhance their child's development.

**FAMILY SUPPORT  
SERVICES**

Services such as Sibling Groups or Parent-to-Parent groups, which are designed to provide social and emotional, support to family members; also includes services such as respite care.

**FISCAL YEAR**

Federal fiscal year, beginning on October 1<sup>st</sup> and ending on the following September 30<sup>th</sup> or, for the State of Arizona, beginning on July 1<sup>st</sup> and ending on the following June 30<sup>th</sup>.

GRANT	<p>Award of financial assistance in the form of money, or property in lieu of money, by the Federal Government to an eligible recipient.</p> <p>The term does not include:</p> <ul style="list-style-type: none"><li>• technical assistance which provides services instead of money;</li><li>• assistance in the form of revenue sharing, loans, loan guarantees, interest subsidies, insurance, or direct appropriations; and</li><li>• assistance such as a fellowship or other lump sum award for which the grantee is not required to account.</li></ul>
GRANTEE	<p>Nonprofit corporation or other legal entity to which a grant is awarded and which is accountable to the Federal Government for the use of the funds provided. The grantee is the entire legal entity even if only a particular component is designated in the award document.</p>
GRANT PERIOD	<p>Period for which funds have been awarded.</p>
GRIEVANCE	<p>Complaint arising from an action, decision or policy by DES/AzeIP, a participating agency, or an agency under contract to DES/AzeIP or a participating agency, presented by an individual or entity.</p>
HEALTH SERVICES	<p>Services necessary to enable a child to benefit from the other early intervention services during the time the child is receiving such services. The term includes:</p> <ul style="list-style-type: none"><li>• services such as clean intermittent catheterization, tracheostomy care, tube feeding, changing of dressings or colostomy collection bags, and other health services; and</li><li>• consultation by physicians with other service providers concerning the special health care needs that will need to be addressed in the course of providing other early intervention services to children who are AzeIP eligible.</li></ul> <p>The term does not include:</p> <ul style="list-style-type: none"><li>• services that are surgical in nature;</li><li>• services which are purely medical in nature;</li><li>• devices necessary to control or treat a medical condition; and</li><li>• medical-health services routinely recommended for all children.</li></ul>
ICC	<p>Arizona Interagency Coordinating Council</p>
IDEA	<p>The Individuals with Disabilities Education Act</p>
IDEA, PART C	<p>The Individuals with Disabilities Education Act, Early Intervention Program for Infants and Toddlers with Disabilities</p>
IFSP	<p>Individualized Family Service Plan - a written plan for providing early intervention services to a child who is AzeIP eligible and the child's family.</p>
IFSP TEAM	<p>Group of people selected with assistance of, and including, the parents of a child who is AzeIP eligible who, through consensus, collaboration and coordination,</p>

support the family in meeting the needs of the child. Activities of this team and its subgroup include assessment, IFSP development and implementation

**INCLUDE;  
INCLUDING**

Means that the items named are not all of the possible items that are covered, whether like or unlike the ones named.

**INFANTS AND  
TODDLERS WITH  
DISABILITIES**

Individuals, from birth through age two, who need early intervention services because they:

1. are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas
  - cognitive development;
  - physical development, including vision and hearing;
  - communication development;
  - social or emotional development; and
  - adaptive development; or
2. have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

**INITIAL PLANNING  
PROCESS**

Initial Planning Process (IPP) is initiated in response to a referral to AzEIP. The IPP includes the sharing and gathering of information, evaluation/assessment, eligibility determination, and, for children who are eligible, the development of the IFSP. With parental consent, the IPP will include enrollment of children who are not AzEIP eligible in AzEIP's developmental tracking system.

**INITIAL PLANNING  
PROCESS TEAM**

Initial Planning Process Team is the interdisciplinary team responsible for completion of the initial planning process for all potentially eligible children within a specified geographic area. The IPP team is the system point of contact for families seeking early intervention services for their children.

**INITIAL PLANNING  
PROCESS TEAM  
LEAD**

Initial Planning Process Team Lead is the member of the initial planning process team who has the expertise most immediately relevant to the priorities and concerns at the time of referral. The IPP Team Lead shares information about the purpose of early intervention services; gathers relevant child and family information; conducts or facilitates evaluations and assessments; and serves as the coordinator of services to the family throughout the process of referral, intake, evaluation, eligibility determination, and initial IFSP development.

**MEDIATION**

Informal, voluntary, problem-solving process requiring both parties to work toward a solution with the assistance of a trained, impartial mediator. It may not be used to deny or delay the complaint, grievance and appeal process.

**MEDICAL  
SERVICES for**

Services provided by a licensed physician to determine child's developmental status and need for early intervention services or diagnosis of an established

DIAGNOSIS or EVALUATION	condition.
MULTI-DISCIPLINARY	Involvement of two or more disciplines or professions in provision of integrated and coordinated services including evaluation and assessment activities and development of the IFSP.
NATURAL ENVIRONMENTS	Settings that are natural or normal for the child's age peers who have no disabilities.
NURSING SERVICES	<p>Include:</p> <ul style="list-style-type: none"><li>• assessment of health status for purpose of providing nursing care, including identification of pattern of human response to actual or potential health problems;</li><li>• provision of nursing care to prevent health problems, restore or improve functioning and promote optimal health and development; and</li><li>• administration of medications, treatments, or regimens prescribed by a licensed physician.</li></ul>
NUTRITION SERVICES	<p>Include:</p> <ul style="list-style-type: none"><li>• conducting individual assessments in:<ul style="list-style-type: none"><li>a. nutritional history and dietary intake,</li><li>b. anthropometric, biochemical and clinical variables,</li><li>c. feeding skills and feeding problems, and</li><li>d. food habits and food preferences;</li></ul></li><li>• developing and monitoring appropriate plans to address nutritional needs of children who are AzEIP eligible based on above assessments;</li><li>• making referrals to appropriate community resources to carry out nutrition goals.</li></ul>
OCCUPATIONAL THERAPY	<p>Services to address the functional needs of a child related to performance of adaptive development, adaptive behavior and play, and sensory, motor and postural development. Such services are designed to improve the child's functional ability to perform tasks in home, school and community settings. They include:</p> <ul style="list-style-type: none"><li>• identification, assessment and intervention;</li><li>• adaptation of the environment and selection, design and fabrication of assistive orthotic devices to facilitate development and promote acquisition of functional skills; and</li><li>• prevention or minimization of the impact of initial or future impairment, delay in development or loss of functional ability.</li></ul>
OUTCOME(S)	What the family wants to see for the child and/or the family, in relation to enhancing the child's development. Major outcomes expected to be achieved must be included in the IFSP. These are stated in terms of what is to occur (the process) and what is expected as a result of the process (the product).
PARENT	<p>A parent is defined as:</p> <ol style="list-style-type: none"><li>(1) A natural, adoptive or foster parent of the child;</li><li>(2) A guardian (but not the State if the child is a ward of the State);</li><li>(3) A person acting in the place of a parent (such as a relative or stepparent</li></ol>

with whom the child lives, or a person who is legally responsible for the child's welfare); or

(4) a surrogate parent who has been appropriately assigned.

**PERSONALLY  
IDENTIFIABLE  
INFORMATION**

Information which includes:

- the name of the child, the child's parent or other family member;
- the address of the child or family;
- a personal identifier, such as the child's or parent's social security number;
- a list of personal characteristics or other information, which would make it possible to identify the child with reasonable certainty.

**PHYSICAL  
THERAPY**

Includes services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation. Such tasks are designed to improve the child's functional ability to perform tasks in home, school and community settings. These services include:

- screening, evaluation, and assessment to identify movement dysfunction;
- obtaining, interpreting and integrating information appropriate to program planning to prevent, alleviate or compensate for movement dysfunction and related functional problems; and
- providing individual and group services or treatment to prevent, alleviate or compensate for movement dysfunction and related functional problems.

**POLICIES**

Arizona statutes, regulations, Governor's orders, directives by DES/AzEIP, or other written documents that represent Arizona's position concerning any matter covered under IDEA, Part C. These include:

- Arizona's commitment to maintain the statewide system;
- Arizona's eligibility criteria and procedures;
- the statement that services under this part will be provided at no cost to parents, except where a system of payments is provided under Federal or State law;
- Arizona's standards for personnel who provide services to children who are AzEIP eligible and their families;
- Arizona's position and procedures related to contracting or making other arrangements with service providers; and
- other positions that Arizona has adopted relating to implementing any and all of the requirements under IDEA, Part C.

**PRIMARY AGENCY**

A participating agency which accepts responsibility for a child who is AzEIP eligible and the child's family, and for ensuring assignment of one service coordinator.

**PRIVATE**

Applied to an agency, organization, or institution, "private" means that it is not under federal or public supervision or control.

**PROCEDURE**

Supplements the policy guidelines by outlining the steps and sequences



necessary to achieve desired policy results. Procedures are usually more specific and detailed than policies.

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**PSYCHOLOGICAL  
SERVICES**

Include:

- administering psychological and developmental tests and other assessment procedures;
- interpreting assessment results;
- obtaining, integrating and interpreting information about child behavior and child and family conditions related to learning, mental health and development;
- planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training and education programs.

**PUBLIC**

Applied to an agency, organization, or institution, "public" means that it is under the administrative supervision or control of a government other than the Federal Government.

**QUALIFIED**

Having met Arizona-approved or recognized certification, licensing, registration or other comparable requirements that apply to the area in which a person is providing early intervention services.

**RECORD**

Any information, collected, maintained, and/or used by the early intervention system, recorded in any way including, but not limited to, handwriting, print, tape, film, microfilm and microfiche.

**REFERRAL**

The action taken by any individual or agency to connect a family with the AzEIP system, or to other services or systems.

**SECRETARY**

Secretary of the United States Department of Education or an official or employee of the Department acting for the Secretary under a delegation of authority.

**SERVICE  
COORDINATION**

The activities carried out by a service coordinator to assist and enable a child who is AzEIP eligible and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under Arizona's early intervention program. Each child who is AzEIP eligible and the child's family must be provided with one service coordinator who is responsible for

- coordinating all services across agency lines; and
- serving as the single point of contact in helping parents to obtain services and assistance they need.

Service coordination is an active, ongoing process that involves:

- assisting parents of eligible children in gaining access to the early intervention services and other services identified in the individualized family service plan;
- coordinating the provision of early intervention services and other services (such as medical services for other than diagnostic and evaluation purposes) that the child needs or is being provided;

- facilitating the timely delivery of available services; and
- continuously seeking the appropriate services and situations necessary to benefit the development of each child being served for the duration of the child's eligibility.

Specific service coordination activities include:

- coordinating the performance of evaluations and assessments;
- facilitating and participating in the development, review and evaluation of individualized family service plans;
- assisting families in identifying available service providers;
- coordinating and monitoring the delivery of available services;
- informing families of the availability of advocacy services;
- coordinating with medical and health providers; and
- facilitating the development of a transition plan to preschool services, if appropriate.

#### SERVICE COORDINATOR

The person responsible for service coordination. Service coordinators may be employed or assigned in any way that is permitted under Arizona law, as long as it is consistent with the requirements of IDEA, Part C.

Arizona's policies and procedures for implementing the statewide system of early intervention services are designed and implemented to ensure that service coordinators are able to effectively carry out, on an interagency basis, the functions and services listed above, under "Service Coordination."

Service coordinators must be persons who have demonstrated knowledge and understanding about:

- infants and toddlers who are AzEIP eligible;
- IDEA, Part C and its regulations; and
- the nature and scope of services available under Arizona's early intervention program, the system of payments for services in the State, and other pertinent information.

#### SOCIAL WORK SERVICES

Includes:

- home visits to evaluate a child's living conditions and patterns of parent-child interaction;
- the preparation of a social or emotional developmental assessment of the child within the family context;
- the provision of individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the child and parents;
- the work with those problems in a child's and family's living situation (home, community and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services; and
- the identification, mobilization and coordination of community resources and services to enable the child and family to receive maximum benefit from early intervention services.

#### SPECIAL INSTRUCTION

Includes:

- designing learning environments and activities that promote the child's

acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;

- curriculum planning, including the planned interaction of personnel, materials and time and space that leads to achieving the outcomes in the child's IFSP;
- providing information, skills and support to families, relate to enhancing skill development of the child; and
- working with the child to enhance the child's development

**SPEECH-  
LANGUAGE  
PATHOLOGY**

Includes:

- the identification of children with communicative or oro-pharyngeal disorders and delays in development of communication skills, including diagnosis and appraisal of specific disorders and delays in those skills;
- the referral for medical or other professional services necessary for the habilitation or rehabilitation of children with the above speech-language disorders; and
- the provision of services for the habilitation, rehabilitation or prevention of the above speech-language disorders.

Such tasks are designed to improve the child's functional ability to perform tasks in home, school and community settings.

**STATE**

The State of Arizona

**STATE  
INTERAGENCY  
TEAM**

Consists of one representative from each of the AzEIP Participating State Agencies. Each representative has sufficient authority to engage in policy planning and implementation on behalf of her/his agency.

**TRANSPORTATION  
& RELATED COSTS**

Cost of travel (e.g., mileage or travel by taxi, common carrier or other means) and other costs (e.g., tolls or parking expenses) that are necessary to enable a child who is AzEIP-eligible, and the child's family, to receive early intervention services.

**VISION SERVICES**

Include:

- identification of children with visual impairment, using at-risk criteria and appropriate vision screening techniques;
- referral for medical and other services necessary for habilitation or rehabilitation of children with visual impairment;
- determination of nature, range and degree of vision loss and mobility functions by use of functional vision assessment;
- communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities;
- provision for use of vision, orientation and mobility, concept development and other services; and
- determination of child's needs for individual, low vision optical aids and functional vision assessment.